

**Request for Applications for  
Training and Assessment of Educational Interpreters  
for Students who are Deaf or Hard of Hearing**

**Due 5:00 p.m.  
February 20, 2004**

**United States Department of Education Grant  
Administered by the  
California Department of Education**

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### Attachment A

Request for Funding for Assessment and Training of  
Educational Interpreters for Students Who are Deaf or  
Hard of Hearing -

<http://www.cde.ca.gov/deafhh/attA,B,C.rtf>

### Attachment B

Request for Funding for Educational Interpreter  
Professional Development -

<http://www.cde.ca.gov/deafhh/attA,B,C.rtf>

### Attachment C

Educational Interpreter Professional Development Plan

- <http://www.cde.ca.gov/deafhh/attA,B,C.rtf>

### Attachment D

Assurances–Non-Construction Programs, Std. 424B -

<http://www.cde.ca.gov/deafhh/nonconst.rtf>

### Attachment E

State of California Drug-Free Workplace Certification,

Std. 21 - <http://www.cde.ca.gov/deafhh/drugfree.rtf>

### Attachment F

Federal Certifications Regarding Lobbying Debarment;  
Suspension and Other Responsibility Matters: and  
Drug-Free Workplace Requirements -

<http://www.cde.ca.gov/deafhh/union.rtf>

**Requests for Applications (RFA) for  
Assessment and Training of Educational Interpreters  
for Students who are Deaf or Hard of Hearing**

For the period July 1, 2003 through June 30, 2005

**Deadline for submission: February 20, 2004 at 5 p.m.**  
at the California Department of Education

**I. Background**

The State Board of Education has adopted regulatory language (5 CCR 3051.16[a][1]) requiring that any educational interpreter for deaf and hard of hearing students employed in a California public school as of January 1, 2007, must be certified by the national Registry of Interpreters for the Deaf (RID) or equivalent, or if providing Cued Speech transliteration, by any certifying body recognized by the National Cued Speech Association (NCSA).

These standards were established in response to a mandate set forth in the 1999 regulations pursuant to the Individuals With Disabilities Education Act (IDEA) of 1997. Specifically, the Code of Federal Regulations (CFR) Title 34, Section 300.238 defines the term "qualified personnel" as personnel who have met the "state education agency-recognized certification, licensing, registration, or other comparable requirements that apply to the area in which the individuals are providing special education or related services". The comments pursuant to the regulations note that, "In order for interpreters to provide appropriate instruction or services to children with disabilities who require an interpreter in order to receive FAPE (Free and Appropriate Public Education), States must ensure that these individuals meet appropriate State qualification standards."

It is the intention of the California Department of Education to ensure that educational interpreters in California are qualified, so that we can assure deaf and hard of hearing children a Free and Appropriate Public Education and equal access to the curriculum and instruction in their classrooms. However, little is known about the current status of educational interpreter services in California's public schools. Therefore, it is critical that we assess the skill levels of currently working educational interpreters in California, and provide training opportunities to interpreters in need of professional development.

While these standards have been established in response to a federal mandate, there is concern about the capacity of local education agencies (LEAs) to provide adequate professional development opportunities to their currently employed educational interpreters, in order for them to meet the standard by 2007.

The following questions and answers have been developed to assist applicants in developing proposals for assistance, and in working toward implementation of the State Board adopted standards of qualification for educational interpreters.

## 1. What does RID certification “or equivalent” mean?

At this time, CDE will accept the following certifications as meeting the requirements of the regulations:

- Registry of Interpreters for the Deaf (RID) Certification
- American Consortium of Certified Interpreters (ACCI), Level 4 or above (ACCI was formerly known as National Association of the Deaf, or NAD, Certification)
- NAD Certification, Level 4 or above
- Certification by the Cued Speech TECUnit

At this time, CDE will also accept the following assessments as meeting the requirements of the regulations:

- Educational Sign Skills Evaluation – Interpreter (ESSE-I), Level 4 or above
- Educational Interpreter Performance Evaluation (EIPA), Level 4 or above

## 2. What is the definition of an educational interpreter?

An educational interpreter is a classified employee, **regardless of job title**, whose essential duties include facilitating communication between students who are deaf or hard of hearing, and others, in the classroom and for other school related activities (i.e., assemblies, field trips, athletic events, student government, club activities, etc.) for all or any part of the work day.

The RID says, “Sign language/spoken English interpreters are highly skilled professionals. They must be able to listen to another person’s words, inflections and intent and simultaneously render them into the visual language of signs using the mode of communication preferred by the deaf consumer. The interpreter must also be able to comprehend the signs, inflections and intent of the deaf consumer and simultaneously speak them in articulate, appropriate English. They must understand the cultures in which they work and apply that knowledge to promote effective cross-cultural communications.”

## 3. Who must be assessed and trained?

Any classified employee who works in the schools and whose essential duties include providing interpreting services for students who are deaf or hard of hearing must be assessed if he/she has not already been assessed by the RID, the ACCI (formerly the NAD), the ESSE, the EIPA, or the Cued Speech TECUnit. Any interpreter who has been assessed and has not passed the assessment must receive additional training in order to meet the qualification standard by 2007.

#### **4. What kind of training/professional development may be provided?**

Training/professional development opportunities may be provided to educational interpreters in a number of ways, including:

- Enrollment in an approved, post-secondary distance learning interpreter training program (i.e. the PINES program at Palomar College or the EICP at Front Range Community College)
- Enrollment in a regionally accredited, post-secondary interpreter training program
- Providing on-going, systematic local or regional training by qualified (i.e. RID certified) interpreter trainers
- Providing on-going one-on-one mentorship by qualified (i.e. RID certified) interpreter mentors

Professional development plans must:

- provide for on-going, systematic training aimed at skill improvement,
- include goals and objectives developed based on the results of pre-assessment on an approved interpreting test,
- be provided by qualified (certified) interpreters,
- provide the interpreter with on-going feedback of skills, and
- include a final evaluation, using one of the approved assessments.

## **II. Purpose**

This funding will provide \$250,000 to assist LEAs in providing professional development opportunities for educational interpreters that will enable them to meet the certification standard by January 1, 2007.

For this year, priority will be given to requests for funding for training/professional development of currently employed educational interpreters, who have already been assessed using one of the approved tests and who received a score of at least 2.0, but less than 4. Second priority will be given to requests for funding for first-time assessment of currently employed educational interpreters.

If funding requests exceed the amount of dollars available, applications will be prioritized in the following order:

1. Requests for funding for continued training of interpreters currently enrolled in the EICP program at Front Range Community College.
2. Requests for funding for 30 interpreters admitted to the PINES Program at Palomar College. Students may apply for up to \$1500 to cover the costs of the first year of the program. (Students must apply for the PINES Program at the same time as applying for funding for training. 30 eligible educational interpreters will be accepted into the PINES Program, with preference given to those eligible interpreters who live the farthest from existing interpreter training programs. For PINES Program application information see the PINES website at [www.palomar.edu/pines](http://www.palomar.edu/pines) .

3. Requests for interpreters enrolling in regionally accredited, post-secondary interpreter training programs, locally provided interpreter training activities provided by qualified trainers, and/or interpreter mentorship provided by qualified mentors.
4. Requests for funding for pre-assessment of currently employed interpreters, on a pro-rated reduction basis (i.e., amount of funding will be divided by the number of eligible interpreters).

### **III. Funding Available**

This grant is funded in part or whole with an appropriation of federal funds to the State Department of Education, pursuant to Section 300.23, Title 34, Code of Federal Regulations, and shall be used for the purpose of meeting the requirements of Section 3052.16 (a)(1), Title 5, California Code of Regulations. Continued funding after 2003 is contingent upon appropriation of funds in the annual Budget Act.

### **IV. Applicant Eligibility**

To be funded, applicant agencies must meet all of the following criteria:

- a) Be an LEA (i.e., a public school district or a county office of education); and
- b) Employ one or more classified employees who perform interpreting and/or transliterating services (sign, oral, and/or Cued Speech) for pupils who are deaf or hard of hearing.

### **V. Project Requirements**

If applying for funds for interpreter training, each applicant agency must demonstrate through the grant application how they will develop and implement an individualized training/professional development plan for each educational interpreter who has taken an approved interpreter assessment, and has received a score of at least 2.0, but less than 4. The applicant agency must show that the professional development for each interpreter:

- a) Is provided by qualified (certified) interpreter trainers/mentors,
- b) Is based on goals and objectives developed based on the results of pre-assessment on an approved interpreting test,
- c) Is on-going and systematic,
- d) Provides the interpreter with frequent feedback about his/her skills,
- e) Includes a final assessment of skills using an approved interpreting test.

If applying for funds for assessment, the applicant agency must demonstrate how they will:

- a) assess currently employed sign language interpreters using either
  - the Educational Interpreters Performance Assessment (EIPA),
  - the Educational Sign Skills Evaluation – Interpreter (ESSE – I),
  - the American Consortium of Certified Interpreters (ACCI) (formerly named the National Association of the Deaf-NAD) assessment, or

- the Registry of Interpreters for the Deaf (RID), between July 1, 2003 and June 30, 2004.
- b) Have currently employed Cued Speech transliterators assessed by the Cued Speech TECUnit, between July 1, 2003 and June 30, 2004.
  - c) Have currently employed oral interpreters assessed by the RID between July 1, 2003 and June 30, 2004.

## **VI. Administrative Requirements**

### **A. Required Forms**

All successful applicants must agree to the grant conditions and assurances to comply with the Drug-free Workplace Act and Nondiscrimination Act. Acceptance must be acknowledged by the successful applicant's signature on three documents:

1. Assurances–Non-Construction Programs, Std. 424B (Attachment D)
2. State of California Drug-Free Workplace Certification, Std. 21 (Attachment E)
3. Federal Certifications Regarding Lobbying; Debarment; Suspension and Other Responsibility Matters: and Drug-Free Workplace Requirements (Attachment F)

### **B. Reporting**

1. A first-year progress report is due September 30, 2005.
2. A second-year progress (Final) report and Final Expenditure Report are due upon completion of grant activities, and no later than September 30, 2005.

### **C. Grant Payments**

1. Initial payments to eligible applicants will be made after review of the applications, to cover the costs of interpreter assessments, and/or to cover training costs for interpreters who have already participated in one of the required assessments, and need further training.
2. Grant will cover the period July 1, 2003 through June 30, 2005.

## **VII. Application Content**

Application must include the following:

1. Attachment A: Request for Funding for Training of Educational Interpreters (only if requesting funds for training), and
2. Attachment B: Detailed Plan for Professional Development (one for each interpreter), and/or
3. Attachment C: Request for Funding for Assessment of Educational Interpreters
4. Attachment D: Assurances–Non-Construction Programs, Std. 424B
5. Attachment E: State of California Drug-Free Workplace Certification, Std. 21

6. Attachment F: Federal Certifications Regarding Lobbying; Debarment; Suspension and Other Responsibility Matters: and Drug-Free Workplace Requirements

## **VIII. Selection Process**

Applications will be reviewed by a team comprised of CDE employees and members of the field, to determine which applications meet the requirements of the grant. Incomplete applications will not be considered.

Recommendations from the reviewers will be submitted to the CDE Deputy Superintendent of the Curriculum and Instruction Branch for final approval of successful and unsuccessful applicants.

## **IX. Appeal Process**

Applicants that wish to appeal a grant award decision must submit a full and complete written protest, including the issue(s) in dispute, the basis for the agency's position, and the remedy sought. Only those agencies that submitted applications may appeal the decision. Protests shall be limited to the grounds that the CDE failed to correctly apply the standard for reviewing the format requirements or the review panel failed to correctly apply the standard for evaluating the applications as specified in the RFA.

Appeals must be faxed to **916.445.4550** and addressed to:

Alice D. Parker, Ed.D, Assistant Superintendent  
Director, Special Education  
California Department of Education

The letter of appeal must be received by 5:00 p.m., February 20, 2004.

Appeals will be forwarded to the Deputy Superintendent of the Curriculum and Instruction Branch, who will decide how the appeal is to be handled, and whose decision shall be the final decision on the appeal, and shall be the last administrative action afforded the appellant.

## **X. Application Format**

1. Applicants must use the tables provided in Attachments A, B, and C, as applicable.
2. Application must also include Attachments D-F (State and Federal Certifications and Assurances).



Application is also available on <http://www.cde.ca.gov/deafhh>

**The application must be received by 5 p.m. on February 20, 2004.**

**Please mail to: Nancy Grosz Sager, Consultant  
California Department of Education  
State Special Schools and Services Division  
Deaf and Hard of Hearing Unit  
1430 N Street, Suite 2401  
Sacramento, CA 95814**

**Or FAX to: Nancy Grosz Sager, Consultant  
916.445.4550**

#### **XI. Timeline**

Release of Request for Application packet	<b>01/12/04</b>
Deadline for receipt of application	<b>02/20/04</b>
<b>NO APPLICATION WILL BE ACCEPTED AFTER 5:00 PM FEBRUARY 20, 2004</b>	
Review and Selection	02/23/04-02/27/04
Notice of Award	03/01/04
Grant Award Period	07/01/03-06/30/05
First-Year Progress Report due	09/30/04
Final progress report and final expenditure report due	09/30/05

#### **XII. Assistance**

Any prospective applicant needing clarification on the RFA or program issues may contact Nancy Grosz Sager, Consultant, at 916.327.3868 or [nsager@cde.ca.gov](mailto:nsager@cde.ca.gov).